|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Title: Class Constitution** |  | **Grade Levels: 6** |  |
| **Subject/Topic Areas: Social Studies** |  | | |
| **Key Words: Ancient Greece, Democracy, Oligarchy, Tyranny, Monarchy, Ecclesia, Metic, Servants** |  | | |
| **Unit Designer: Christopher Millard** |  | **Time Frame: 2 weeks** |  |

**Link to Content Standards**

|  |
| --- |
| 6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.  6E1a.4: Understand unknown words in informational texts by using word, sentence,  and paragraph clues to determine meaning.  6.M.1i: estimate solutions to problems involving fractions and decimals; (taxes) |

**Brief Summary of Unit (including curriculum and unit goals)**

|  |
| --- |
| Students will understand how and why Ancient Greeks converted their government from single rule to a society that is ruled by the people. They will also understand why Rome fell and understand the implications of a government that is too strict or too lenient. |

**Unit Design Packet**

|  |  |
| --- | --- |
| CONTENTS | STATUS |
| 🞎 Completed template pages  🞎 Completed blueprint for each perform. task  🞎 Completed blueprint for other evidence  🞎 Directions to students and teachers  🞎 List of materials and resources  🞎 Suggested accommodations  🞎 Suggested extensions | 🞎 Initial Draft (date: \_\_\_\_\_\_\_)  🞎 Revised draft (date: \_\_\_\_\_)  🞎 Peer reviewed  🞎 Content reviewed  🞎 Field-tested  🞎 Validated  🞎 Anchored |

What enduring understandings are desired?

|  |
| --- |
| Students will understand |
| * The transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the ideas of citizenship. |
| **A** |

What essentials questions will guide this unit and focus teaching and learning?

|  |
| --- |
| * How does government affect every social class? |
| **B** |

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

|  |  |
| --- | --- |
| Students will know | Students will be able to |
| * What tyranny, theocracy, monarchy, and democracy are | * Compare and contrast each form of government |
| * Who Solon, Cleisthenes, and Pericles are. | * Compare what each Ancient Greek did for democracy and what affects it has on us today. |
| * What taxes are used for and why governments must collect them. | * Calculate flat taxes (% of salary) and decide if the tax is fair or not. |
|  |  |
|  |  |
| **C** | |

What evidence will show that students understand?

**Performance Tasks (summarized)** (Complete a Performance Task Blueprint for each task)

|  |
| --- |
| 1. Students will create a Class Constitution, based on democracy and current social values. Other classes (6th graders) will vote on the Constitution that best fits their classroom. The Constitution will incorporate school rules, social values, and TAXES!!!! |
| **D** |

**OTHER EVIDENCE** (Use the Blueprint for Other Evidence

to describe assessments other than performance tasks.)

**Quizzes, Tests, Prompts, and Work Samples (summarized)**

|  |
| --- |
| 1. Quiz on important Ancient Greek politicians 2. Graphic Organizer on important Ancient Greek politicians 3. Venn Diagram on comparing the 4 major governments in Ancient Greece 4. Prompted discussions 5. Rubric for Class Constitution |
| **E** |

|  |  |  |
| --- | --- | --- |
| Unprompted Evidence (e.g., observations and dialogues) |  | Student Self-Assessment |
| * Teacher Observations * Think Pair Share |  | * Vote on Class Constitution |
| **F** |  | **G** |

Write the targeted understanding and core performance task in the middle box—what students should understand and be able to do. Then, brainstorm types of evidence that might be most useful, insightful, and fair for rounding out the picture to produce sufficient evidence of understanding.

|  |  |
| --- | --- |
| **Formal observations or interviews of students** Targeted UnderstandingCore Performance Task Prompted discussions | **Public performance**  Debate on class constitution |
| **Written, oral, or visual (displayed) products in response to prompts**  Graphic Organizer  Venn Diagram | **Student self-assessments, logs, and peer reviews**  Class Constitution vote |
| **Student exhibits or models**  **Class Constitution** | **Short-answer quizzes and tests**  1 Quiz on important Greek Politicians (lesson Plan 1). |

|  |  |  |  |
| --- | --- | --- | --- |
| Task Title: |  | Appropriate Time Frame: |  |

**What desired understandings/content standards will be assessed through this task?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students will be able to analyze the political, economic, and social structures of the early civilizations of Ancient Greece. |  | Students will be able to understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning |  | estimate solutions to problems involving fractions and decimals (taxes) |

**What is the purpose of this assessment task?** 🞎 Formative 🟓🟓 Summative

**Through what authentic performance task will students demonstrate understanding?**

|  |
| --- |
| Task Overview (GRASPS: goal, role, audience, situation, product/performance, and standards) |
| See attached |

**What student products/performances will provide evidence of desired understanding?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Class Constitution |  |  |  |  |

**By what criteria will student products/performances be evaluated?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ◼ Rubric |  | ◼ Class Constitution Vote |  | ◼ |
| ◼ |  | ◼ |  | ◼ |

**What type of scoring tools will be used for evaluation?** (Use a separate sheet for scoring tools.)

|  |  |  |  |
| --- | --- | --- | --- |
| 🞎 Analytic rubric | 🟓🟓 Holistic Rubric | 🞎 Criterion (performance) List | 🞎 Checklist |

**What other assessment evidence**

**What will be assessed?**

|  |  |
| --- | --- |
| 🟓 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🟓Skill | Graphic Organizers |
| 🟓 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🟓 Quiz/Test | 🟓 Assignment |
| 🞎 Teacher notes | 🞎 Other: Lab skills |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🟓 Works Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🟓 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
| Students will complete graphic organizers to show understanding, skill, and knowledge. |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** Completion of Graphic organizers |
| **◼** Convey information to fellow students |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

**will be collected during this unit?**

**What will be assessed?**

|  |  |
| --- | --- |
| 🟓Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill | Important Ancient |
| 🞎Understanding | Greek Politicians |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🟓 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎Other: \_\_\_\_\_\_\_ |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Work Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🟓 Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
|  |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼ Correct answer** |
| **◼** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🟓Answer key |
| 🞎 Criterion list |  |

A unit can often be made more engaging if provocative questions introduce major topics. Use the prompts below to help you generate possible entry questions to hook and entice students.

Understandings and essential questions to be addressed in the unit

|  |
| --- |
| * What government they would want in the classroom |
| * Pros and cons of different forms of government. Change gender and socioeconomic status. |
|  |
|  |

To generate entry questions and problems for the unit, consider

* Weird facts, discrepant events, and anomalies.
* Issues and problems that students can relate to and that raise essential questions.
* Proverbs, aphorisms, and folk wisdom.
* Interesting questions that have arisen when you have taught or studied this content.

|  |  |  |
| --- | --- | --- |
| How the role of women affected the government in ancient Rome?  **?** |  | How did the rich get richer and the poor get poorer? |
|  |  |  |
| Why wasn’t there a peasant revolt? |  | Why wasn’t there a military revolt? |

**What sequence of teaching and learning experiences will equip students**

**to develop and demonstrate the desired understandings?**

|  |
| --- |
| Consider the WHERE elements from the *student’s* perspective |
| 1. W- The class will make their own constitution that will be voted on by all 6th graders. They must understand the pros and cons of each form of government and decide which is best for the class, not just themselves. 2. H- The class will undertake some simple activities that show some of the disparities between the different forms of government. The class will have think pair share sessions and evaluate the upcoming class constitution. 3. E- Students will explore primary sources to grasp the concepts of these different forms of government and how they affect the population, both positively and negatively. 4. R- Students will ratify their constitution after I interject some thought provoking questions. (Does anyone get special privileges? Would socialism or communism work in the classroom? Etc…) 5. E- The Class Constitution Rubric will explain the evaluating criteria for the class. 6. T- Each Class will be broken into two teams. Each team can decide how they want to create/display their constitution (song, dance, poetry, etc…) 7. O- The topics will build from a foundation of the important political members of Ancient Greece to the different forms of government. Then the class will delve deeper into Oligarchy and democracy to give them a good platform to build their class constitution. |
| **H** |